

Pendergrass Fairwold School

3435 Token Street
Columbia, South Carolina 29203

Grades K-12 Middle School

Enrollment 51 Students

Principal Patricia W. Brown

803-735-3435

Superintendent Dr. Allen J. Coles

803-231-7500

Board Chair Lane Quinn

803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

N/A

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

N/A

N/A

N/A

N/A

N/A

IMPROVEMENT RATING

N/A

ADEQUATE YEARLY PROGRESS

NO

This school met 0 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	No
2004	N/A	N/A	No
2005	N/A	N/A	N/A
2006	N/A	N/A	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)English/Language ArtsMathematicsScienceSocial Studies

Our School

Middle Schools with Students like Ours**Definition of Critical Terms**

 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	N/A
English 1	N/A	N/A
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
All Subjects	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	5	80.0	I/S	I/S	I/S	I/S	I/S	No	No
Gender									
Male	3	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	5	80.0	I/S	I/S	I/S	I/S	I/S	No	No
Gender									
Male	3	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	5	80.0	I/S	I/S	I/S	I/S	I/S
Gender							
Male	3	66.7	I/S	I/S	I/S	I/S	I/S
Female	2	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	2	50.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	5	80.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5	80.0	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	3	66.7	I/S	I/S	I/S	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	5	80.0	I/S	I/S	I/S	I/S	I/S
Gender							
Male	3	66.7	I/S	I/S	I/S	I/S	I/S
Female	2	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	2	50.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	5	80.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5	80.0	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	3	66.7	I/S	I/S	I/S	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	2	50.0	I/S	I/S	I/S	I/S	I/S
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	I/S	I/S	I/S	I/S	I/S
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	2	50.0	I/S	I/S	I/S	I/S	I/S
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	I/S	I/S	I/S	I/S	I/S
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	2	50.0	I/S	I/S	I/S	I/S	I/S
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	I/S	I/S	I/S	I/S	I/S
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	1	100.0	N/A	N/A	N/A	N/A	N/A
	8	1	100.0	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	2	50.0	I/S	I/S	I/S	I/S	I/S
	6	1	100.0	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 51)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.5%	16.7%
Retention rate	50.0%	Down from 52.8%	4.6%	2.5%
Attendance rate	92.8%	Up from 89.0%	95.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	3.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.0%	1.0%
Eligible for gifted and talented	0.0%	No change	5.0%	15.6%
On academic plans	0.0%	N/AV	48.3%	39.9%
On academic probation	0.0%	N/AV	3.8%	0.7%
With disabilities other than speech	56.4%	Down from 81.5%	14.9%	12.4%
Older than usual for grade	37.8%	Down from 47.9%	8.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	2.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	69.2%	Down from 73.3%	55.2%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	N/A	N/A	18.8%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	18.7%	5.6%
Teachers returning from previous year	89.1%	Down from 91.9%	78.4%	84.6%
Teacher attendance rate	93.5%	Down from 95.0%	94.2%	94.8%
Average teacher salary	\$50,871	Up 3.4%	\$41,462	\$42,267
Prof. development days/teacher	7.1 days	Up from 5.6 days	12.5 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	4.9 to 1	Down from 5.2 to 1	17.6 to 1	21.1 to 1
Prime instructional time	85.6%	Up from 83.6%	87.3%	89.0%
Dollars spent per pupil*	\$41,020	Down 13.6%	\$8,255	\$6,243
Percent of expenditures for teacher salaries*	55.1%	Down from 56.5%	54.7%	59.8%
Percent of expenditures for instruction*	57.1%		62.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 79.9%	86.1%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass Fairwold School serves medically fragile, severely mentally and physically handicapped students from ages 3-21. All students receive services recommended by their Individual Education Plan (IEP) and are monitored for progress according to the guidelines of the IEP. Our school also houses a vocational program for special education self contained students below the age of 21 who qualify for additional Individuals with Disabilities Education Act (IDEA) services and whose parents request such services.

Our test scores have been statistically insignificant because our school is small and affords us small percentages of students who are eligible for alternative testing. However, statistically insignificant scores have not affected our determination to make sure that our students achieve their maximum potential. We have implemented a two-fold approach to student achievement at Fairwold School. We have concentrated on staff development and parental involvement. Our staff development has provided our staff with additional tools to help them increase communication and social interaction skills in our predominately non-verbal student body. We have concentrated on helping staff improve their use of technology to encourage students to find a voice to express their needs and feelings. Our parental involvement has been a push to get family members involved with the school and involved in helping the disabled family member complete homework tasks sent from the school.

These practices have helped us get parents and families involved with their disabled family member so that the student becomes a contributor in the family and the family sees more opportunities to interact with the student in the home. The consistency of stimulation, at home and at school, has made our students more attentive and more willing to try new activities and tasks.

We are still struggling to fully implement our school renewal plan. Our parental involvement program has yielded some successes but we still need to reach many more of our students' families. We must continue to improve school climate and make our staff development more effective in giving teachers the tools they need to accelerate achievement in our students.

Victoria Osborne, SIC Chairperson
Patricia W. Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	11	0	3
Percent satisfied with learning environment	81.8%	N/R	I/S
Percent satisfied with social and physical environment	81.8%	N/R	I/S
Percent satisfied with school-home relations	63.6%	N/R	I/S

*Only students at the highest middle school grade level at this school and their parents were included.